USC Marshall
School of Business

LIM563: Partnerships and Collaborations in Libraries
Fall 2020
3 Units, Mondays at 6:00pm PT (subject to change).
Please see the Live Session Information page in Moodle for exact dates and/or updates.
Mandatory Live Sessions will not conflict with each other.

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COURSE DESCRIPTION

Engagement with one's community (e.g. neighborhood, town, city, campus, professional associations) is often realized by entering into strategic partnerships and collaborations. This course explores how information professionals in libraries and other settings collaborate with nonprofit, for-profit (private) and governmental organizations. This course provides an overview of theory and practice emphasizing critical analysis of policies, services and trends.

Strategic partnerships and collaborations refer to the multiple ways that information professionals in libraries and other settings learn about, and provide service and outreach to community members by working together in a formalized manner to achieve mutual goals. Typical activities include working with partners to perform community needs assessments, often involving local residents and stakeholders in decision-making (e.g. partnering with schools on literacy programs, using library facilities for local issue forums and to assist with local initiatives, partnering with vendors to fulfill a community need). It should involve formalized agreements, such as MOUs (Memos of Understanding) or contracts (when working with for-profit entities), goal-setting and outcomes measurement. This course provides an introduction to, and overview of strategic partnership and collaboration theory and practice. One aim of the course is to help students carefully assess their own readiness, and build their capacity for different kinds of strategic partnership and collaboration projects.

This course will also provide an overview of the strategy, implementation, and consequences of public and private partnerships. As public resources become scarcer, and public policy problems become ever more complex, libraries have had to find new ways to bring other expertise and innovation to bear on their public service offerings. Many strategic partners and collaborators bring their own capacity and credibility to bear on the same challenges libraries face. Suffice to say,

strategic partnerships and collaborations are now a part of every library manager's proverbial toolkit. Partnerships and collaborations should be a genuine sharing of risks and rewards between the partners. When properly done, these partnerships can add value for the partners and their stakeholders. Librarians now have a small but growing body of knowledge about how these partnerships work, and why some of them succeed while others fail. This course will introduce you to that growing body of knowledge.

Solving today's complex social problems requires considering the perspectives of stakeholders from the public, nonprofit and for-profit sectors. Existing structural and institutional barriers, combined with distinct assumptions, work styles, and disciplinary backgrounds of actors in each domain make collaborative work difficult, particularly when leaders lack the skills and competencies to connect in ways that bridge the gap. Incorporating literature, cases, guest speakers and intervention technologies, this course will offer a structure for sustained cycles of dialogue around examples of formal collaborations.

This course encourages students to consider the assumptions of stakeholders from each sector, to clarify and explore the opportunities and challenges associated with multi-sector collaboration through the lens of evidence-based knowledge.

This course is delivered completely online. It is both synchronous and asynchronous, and students are expected to contribute during synchronous sessions. Students and instructors (and guest speakers in some cases) will interact online during synchronous class times as well as via a class discussion board, email, web-based meetings, virtual office hours and telephone as needed.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Explain why libraries of all types would pursue private sector, non-profit and governmental partnerships;
2. Critically consider a wide range of sources on the theory and practice of strategic partnerships and collaborations;
3. Formulate resources to enhance community-centered initiatives via strategic partnerships and collaborations;
4. Discuss the complexities inherent in strategic partnerships and collaborations;
5. See librarians as change agents and adept partners in their work to better their communities and organizations via strategic partnership and collaboration projects;
6. Apply key analytical tools to determine the appropriateness of partnerships in different service delivery scenarios;

7. Identify typical strategic partnership and collaboration structures and how they are designed to best serve the partners and community;
8. Recognize and address the unique accountability challenges inherent in strategic partnerships and collaborations.
9. Identify collaborative leadership competencies (such as the ability to challenge the self, to be critical of all perspectives, to listen to others' perspectives openly) and potential tools to facilitate partnership and collaborative work.

COURSE MATERIALS

Books:

- Mattessich, P. & Johnson, K. (2018). *Collaboration: What makes it work: A review of research literature on factors influencing successful collaboration*, 3rd Edition. St. Paul, MN: Fieldstone Alliance.

- Shaffer, G. L. (2018). *Creating the sustainable public library.* Santa Barbara, CA: Libraries Unlimited.

- The Annie E. Casey Foundation. Outcomes: Reframing Responsibility for Well-Being. Baltimore: The Annie E. Casey Foundation, 2002. Web.

- Working Together Project. (2008). Community-led libraries toolkit. Retrieved from http://www.libraryland.com/wp-content/uploads/2017/09/Community-Led_Libraries_Toolkit.pdf Vancouver, BC: Working Together Project.

Other resources may be recommended by the nature of the assignment/projects for the semester but need not be purchased.

- **Articles/E-Reserves:**

Refer to the weekly reading list at the end of this syllabus. Articles on e-reserves can be accessed through https://reserves.usc.edu/ares/.

Kretzmann, J. & Rans, S. (2005). The Engaged Library: Chicago Stories of Community Building. Urban Libraries Council Report.

Shaffer, G. (2003). A new tool in the marketing arsenal. MarketingProfs. Retrieved from: http://www.marketingprofs.com/3/shaffer1.asp Dover, DE: MarketingProfs.

PREREQUISITES AND/OR RECOMMENDED PREPARATION

Open only to students enrolled in the MMLIS degree program. MMLIS students must complete and pass GSBA 502, LIM 500, GSBA 520 or LIM 501, LIM 502, LIM 503, and LIM 504 prior to taking this course.

COURSE NOTES

Contact Hours for this course are:

- Synchronous (60 minutes) weekly: Live lectures, presentations, Q&A's. (excludes Weeks 1, 6, 9, 10)
- Asynchronous (90 minutes weekly): discussion forums, blogs, offline collaboration. Weeks that do not have a live session will have 60 minutes additional asynchronous contact.

The course is based on the following principles of learning:

- learning requires the active participation of the student;
- people learn in a variety of ways and at different rates;
- learning is both an individual and a group process.

Consequently, a variety of strategies are used and group and individual responsibility are incorporated.

Students will participate in individual sessions with the instructor as well as class sessions.
Class sessions will be held using the LIM program learning platform/Moodle Learning Management System (LMS).

GRADING

Grading policies and practices for the University are described below.

A Work of **excellent** quality; represents **Exceptional** work; a grade of "A" will be assigned for outstanding work only.

B Work of **good** quality; represents Good work; a grade of "B" clearly meets the standards for graduate level work.

C Work of **fair** quality; represents **Adequate** work; a grade of "C" counts for credit for the course, **minimum passing for graduate credit** (except in 591A, B, C, D, E where a B is required).

C minus **Failing** grade for **graduate credit**

The LIM program adheres strictly to the grading standards of the University and the Marshall School of Business. An explanation of the USC grading system can be found in the USC Catalogue. The following grade ranges are used to determine a passing grade:

Grade	Range	Points
A	94.0% or higher	4.0
A-	90.0%-93.9%	3.7
B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7
C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0% -69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree or LIM certificate, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC LIM program.

Because of the quality of our participants and the close attention given to them, a very high percentage of participants pass all courses with C or better grades and obtain a grade point average above 3.0.

Regular presence is expected of students in all their classes (including presentations, electronic discussions, etc.). Please be present and on time for any synchronous class or inform the instructor in advance. As there is no final examination, lack of presence from two or more weekly discussions may make it difficult for you to succeed in this course.
Evaluation is based on assigned projects, which will vary from semester to semester; peer and instructor evaluations are included.

ASSIGNMENTS AND GRADING DETAIL

Assignments	**Points (each)**	**% of Grade**
Assignment #1 Journaling 10 journals total	10	15%
Assignment #2 Strategic Partnership/Collaboration Proposal	100	20%
Assignment #3 Team Project - Class presentation 60 points – See due dates of small assignments and presentation plan below; - Final paper 140 points	200	35%
Assignment #4 Individual final reflection essay Identifying developmental needs and strategy to address them	100	20%
Participation:	10	10%
Total		100%

Assignment # 1: Strategic Partnership/Collaboration Journal (15%)

- Students will reflect on all assigned readings from each session and comment on them in their journal.
- Students will link insights from these readings to their own experience and self-assess their present understanding and capacity of collaborative competencies. Students are expected to draw implications about the types of competencies required for collaborative work across sectors (private, non-profit, governmental), exploring the extent of their readiness to use them effectively. Journaling will be an opportunity therefore to engage in an informal reflection on the student's developmental needs to become an effective collaborative leader.
- Journal entries are not formal writings, but rather thoughtful reflections on the readings, coursework, guest speakers, etc., to explore how they help illuminate students' personal experience and self-diagnosis.
- Students hand-in journal entry at week's end (Tuesday, 12 am PST).

- **Format:** one paragraph for each of the following: any readings, the week's work (team project or individual), guest speaker (if any), class session. Use double-spacing (the journal entries should be no more than one page per week). Include student name and date. No need to write full reference of reading chosen, just refer to it by the last name of the authors and date of article (e.g. Austin (2005)...)

Assignment #2: Strategic Partnership/Collaboration Proposal (20%)
Working individually, Students will search and identify (via the internet and their professional networks) a real-world formal strategic partnership or collaboration between a library and one or more partner organizations. Search for potential funding (e.g. grants) to support the partnership. In a 3-5 page memo:

- Specify the name, purpose and rationale, staff and/or volunteer expectations, target group, materials required, implementation plan, evaluation methods, and budget.
- Develop a critical review in the form of a mini-case (including a Brandfit Matrix), that describes in some detail the case's primary components and impact, and identifies factors associated with its success (or shortcomings);
- Offer a personal assessment of the case's robustness as a collaboration case.

Seek feedback by sharing the initial proposal in class. Post the initial and final version of the report on the course's Moodle page.

Assignment #3: Team Project (35%)

- Working in assigned teams of three, you will develop your own strategic partnership case. The team will be divided with members acting as collaborative partners:
    - One member will serve as the librarian
    - One member will serve as the partner
    - One member will serve as the recipient (or community affected)
- The partnership you select must be new to all group members. Your group should not select a partnership any group member used for Assignment #2: Strategic Partnership/Collaboration Proposal
- You will develop a plan consisting of a 10-15 page paper, double spaced, that provides an analysis of each sector's participation for a partnership between two entities, one being a library. The partnership should not currently exist
    - Your plan should cover the following components of a partnership:
        - Executive summary (this should be the last thing you create)
        - Community assessment
        - Target audience
        - SMART goals

        - Brandfit Matrix
        - Budget
        - Potential outside funding opportunities
        - Initial two-year plan
        - Risks
        - Outcomes upon which you will measure your success (including how you are going to measure your outcomes).
        - Assessment of technical, policy, financial, or other challenges you will have to address in order for this partnership to succeed
        - Draft MOU
- Students will share their partnership with the class in the form of a presentation based on the executive summary.

Additional Considerations:

- What objectives is the strategic partnership featured in the case designed to achieve for the library in question? For the other partner(s)? For other key participants and stakeholders (if any)?
- In the team's view, what are the key risks in the partnership? How are those risks allocated? Are they allocated properly?
- The executive summary should be constructed in a way to appeal to various types of learners (e.g. visual, data-inspired, and textual).

Assignment #4: Individual final reflection essay (20%)

- Each student will write a 3-5-page final reflection essay. Students will then complete the reflective essays, to further incorporate aspects of learning based on their experience with the course, as well as incorporating class discussions, guest speakers' presentations, and readings. Particular attention should be paid to the latter readings from *Creating the Sustainable Public Library*, as it serves as a summation of much of what was discussed throughout the semester. If you intend to work at an organization other than a public library, respond to how the lessons from the book could be applied to a different type of organization.
- The essay should summarize and further explore the identified student's developmental needs to become an effective participant of strategic partnerships and collaborations, and suggest strategies to address these needs.
- Students should reflect on their journal entries to facilitate this assignment.
- Students must reference at least 5 readings in the paper, and include a bibliography as an extra page.

Participation (10%)

Students are expected to complete all discussion board posts. How much students learn in this course will depend in large part of the quality of the in-class discussions.

ASSIGNMENT SUBMISSION POLICY

Journal entries are to be submitted weekly. All other assignments are to be submitted via the Moodle Learning Management System (LMS).

Working professionals occasionally must submit an assignment late. To encourage everyone to hand in assignments late work is accepted. However, in fairness to those who do submit on time there is a price to pay for late work. All assignments are first graded and then percentage points are deducted. Work less than 24 hours late will be deducted 10%, work more than 24 hours late but under a week late will be deducted 25%. Each additional week will result in a further 25% deduction per week late up to a maximum of a 50% deduction.

If you are going to be late turning in an assignment, email your instructor to notify them of this, and then email them again to alert them when you have submitted the assignment.

If you miss a Live Session and require an alternate assignment, the due date for this assignment will always be 1 week after the missed session.

It is always worth submitting work even if it is late. Never fail to turn work in because you believe it is too late.

SESSIONS AND DAYS OF THE WEEK

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

STUDENT/PARTICIPANT RELEASE FOR AUDIO RECORDING AND AUDIO-VISUAL RECORDINGS AND STUDENT/PARTICIPANT NON-DISTRIBUTION AGREEMENT

Audio recording and/or audio-visual recording ("Recording") of your participation and/or presence for this course at the USC Marshall School of Business via course media platforms are for course purposes only. Recordings are restricted to and should only be shared with course participants, the instructor, and the LIM program director, as well as his or her designee.

LIVE SESSIONS

Live Sessions will be held using Zoom. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

ADD/DROP PROCESS

Courses may be added until **September 22, 2020**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **September 22, 2020**. If the course is dropped after **September 22, 2020** and before **October 20, 2020**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **October 20, 2020**, it will be recorded with a mark of "W." No course may be dropped after **November 24, 2020**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Zoom. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-646-1885 or visit our Support Website.

In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

Further, we recommend:

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR
Information Technology Services publishes "Policies Regarding Student Use of Computing Resources at USC." This document can be accessed at University Information Technology Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS
The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS
In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:
Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct.

Support Systems:

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

On Campus Support Systems:

Please note that the health services are only available to those who reside in California and who have paid the optional health services fee. Some resources are only available on campus.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
USC Department of Public Safety | *USC Emergency Information*
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

COURSE OUTLINE AND ASSIGNMENTS

	Topics/ Daily Activities	Readings and Homework	Deliverables with Due Dates
Week 1 Sept 2 - 8	Strategic Planning	Read Working Together Project's Community-led libraries toolkit, pp. 3-26.	Week 01 Assignment 01: Journal Entry, Due Day 7 Week 01 Discussion 01: Strategic Planning, Response Due Day 4, Replies Due Day 7 Week 01 Checkpoint 01: Strategic Partnership/Collaboration Proposal, Due Day 7, Week 05 Check Live Session Information
Week 2 Sept 9 - 15	Brandfit Matrix Methodology	Read Shaffer article, A new tool in the marketing arsenal. Submit partner names and the nature of the collaboration via discussion board.	Week 02 Assignment 01: Journal Entry, Due Day 7 Week 02 Discussion 01: BrandFit Matrix, Response Due Day 4, Replies Due Day 7 Week 02 Discussion 02: Topic Selection, Due Day 7 Check Live Session Information
Week 3 Sept 16 - 22	Community Needs Assessment	Read Working Together Project's Community-led libraries toolkit, pp. 26-50.	Week 03 Assignment 01: Journal Entry, Due Day 7 Week 03 Discussion 01: Community Needs, Response Due Day 4, Replies Due Day 7 Check Live Session Information

Week 4 Sept 23 - 29	Strategic Partnerships	Read Kretzmann and Rans Urban Libraries booklet: The Engaged Library, pp. 2-18.	Week 04 Assignment 01: Strategic Partnership/Collaboration Proposal DRAFT, Due Day 3 Week 04 Assignment 02: Journal Entry, Due Day 7 Week 04 Discussion 01: Strategic Partnerships, Response Due Day 4, Replies Due Day 7 Check Live Session Information
Week 5 Sept 30 - Oct 6	Guest Speaker	Read Kretzmann and Rans Urban Libraries booklet: The Engaged Library, pp. 19-42.	Week 05 Assignment 01: Journal Entry, Due Day 7 Week 05 Assignment 02: Final Strategic Partnership/Collaboration Proposal, Due Day 7 Week 05 Discussion 01: Guest Speaker, Response Due Day 4, Replies Due Day 7 Check Live Session Information
Week 6 Oct 7 - 13	Goals and Outcomes	Read Chapters 3, 9 & 10, Outcomes: Reframing Responsibility for Well-Being	Week 06 Assignment 01: Journal Entry, Due Day 7 Week 06 Discussion 01: Goals and Outcomes, Response Due Day 4, Replies Due Day 7 Week 06 Checkpoint 01: Team Project, Due Day 7, Week 10 Check Live Session Information

Week 7 Oct 14 - 20	Outcomes Evaluation	Read Chapters 16 & 17, Outcomes: Reframing Responsibility for Well-Being	Week 07 Assignment 01: Journal Entry, Due Day 7 Week 07 Discussion 01: Outcomes Evaluation, Response Due Day 4, Replies Due Day 7 Check Live Session Information
Week 8 Oct 21 - 27	Grants and Budgets	Read Chapters 1 & 2, Collaboration: What makes it work.	Week 08 Assignment 01: Journal Entry, Due Day 7 Week 08 Discussion 01: Grants and Budgets, Response Due Day 4, Replies Due Day 7 Check Live Session Information
Week 9 Oct 28 - Nov 3	Risk and Reward	Read Chapters 3 & 4, Collaboration: What makes it work.	Week 09 Assignment 01: Journal Entry, Due Day 7 Week 09 Discussion 01: Risk and Reward, Response Due Day 4, Replies Due Day 7 Check Live Session Information
Week 10 Nov 4 - 10	MOUs	Read Chapters 5 & 6, Collaboration: What makes it work.	Week 10 Assignment 01: Journal Entry, Due Day 7 Week 10 Assignment 02: Team Project, Due Day 7 Week 10 Discussion 01: MOUs, Response Due Day 4, Replies Due Day 7 Check Live Session Information

Week 11 Nov 11 - 17	Guest Speaker	Read Chapter 7 & Appendices A, C, D, E, Collaboration: What makes it work.	Week 11 Assignment 01: Journal Entry, Due Day 7 Week 11 Discussion 01: For-Profit Partnership, Response Due Day 4, Replies Due Day 7 Week 11 Checkpoint 01: Presentation, Due Weeks 12-14 Check Live Session Information
Week 12 Nov 18 - 24	Student Led Presentations Session I	Read Preface, Chapters 1 & 2, Creating the sustainable public library	Presentations Check Live Session Information
Week 13 Nov 25 - Dec 1	Student Led Presentations Session II	Read Chapter 3, Creating the sustainable public library	Presentations Check Live Session Information
Week 14 Dec 2 - 8	Student Led Presentations Session III	Read Chapter 4, Creating the sustainable public library.	Presentations Check Live Session Information
Week 15 Dec 9 - 15	Course Wrap-Up and Reflections	Read Chapters 5 & 6, Creating the sustainable public library	Week 15 Assignment 01: Final Reflection Essay, Due Day 7 Check Live Session Information

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How LIM563 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	Objectives that support this goal	Assessment Method*
Learning Goal #1: Develop Personal Strengths. **Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.**		
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.	7,8,9	Wk 10 Team Project
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	3,5,7	Wk 3, #1
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	2,6,9	Wk 10 Team Project
Learning Goal #2: Gain Knowledge and Skills. **Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.**		
2.1 Gain knowledge of the key functions of business enterprises.	1,2,4,6,9	Wk 1, #1 Wk 10 Team Project
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	2,4,6,9	Wk 1, #1 Wk 8, #1
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	2,4,6,7,8	Wk 3, #1 Wk 6, #1 Wk 7, #1 Wk 10 Team Project
Learning Goal #3: Motivate and Build High Performing Teams. **Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.**		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	1-9	Wk 4, #1 Wk 10 Team Project
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	1-9	Wk 4, #1 Wk 10 Team Project
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	1-9	Wk 10 Team Project

The course contributes to the achievement of the LIM program goals as follows:

How LIM 563 Contributes to Student Achievement of LIM Program Learning Goals		
LIM Program Learning Goals	**Degree of Emphasis (1=Low, 2=Moderate, 3=High)**	**LIM 563 Objectives that support this goal**
a. understand the ecology of libraries and information networks, their unique environments and how they are governed;	**1**	Demonstrate the ability to apply disciplinary-based constructs to profit/not for profit environments.
b. articulate and employ professional values and ethics in a variety of situations and circumstances;	**1**	N/A
c. apply and assess management strategies, practices and decisions.	**3**	Demonstrate an understanding of the theoretical and research concepts needed to address management and leadership problems in libraries. Demonstrate extensive knowledge of librarianship as a profession.
d. develop and manage content, including negotiating with vendors and licensors, for targeted communities of users;	1	N/A
e. organize, retrieve and manage information for stakeholder benefit;	3	Demonstrate an understanding of the theoretical and research concepts needed to address management and leadership problems in libraries.

f. locate, synthesize and translate information to intelligence for various client groups;	3	Demonstrate an understanding of the theoretical and research concepts needed to address management and leadership problems in libraries. Demonstrate the ability to apply disciplinary-based constructs to profit/not for profit environments.
g. develop, implement and assess programs and services for enhancing use of information and ideas;	2	Demonstrate an understanding of the theoretical and research concepts needed to address management and leadership problems in libraries.
h. understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery;	1	N/A
i. design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions.	2	Demonstrate an understanding of the theoretical and research concepts needed to address management and leadership problems in libraries.
j. manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction.	1	Demonstrate the ability to apply disciplinary-based constructs to profit/not for profit environments.
k. apply persuasion and influence through networking, collaboration, and relationship-building;	3	Demonstrate the ability to apply disciplinary-based constructs to profit/not for profit environments.
l. demonstrate a commitment to continued professional education and lifelong learning.	1	N/A